

CAS STUDENT HANDBOOK



EXPLORE, EXPERIENCE, EXCEL
2015-2016

Creativity **A**ctivity **S**ervice

**A place for students to develop new talents while
exercising responsibility to the community in which
they live.**

Student Name:_____

Class of:_____

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It is the student's responsibility to have parent permission and an adult supervisor at all CAS activities/projects that are not school-sponsored activities. Sussex Academy does not officially sponsor any outside activities and students assume their own risk for these events.

_____ Student Initials _____ Date

_____ Parent Initials _____ Date

THE IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The CAS component of the Diploma Program challenges students to develop new skills, to learn more about themselves and to make a difference in the communities in which they live and learn. It is a fundamental part of the program and takes seriously the importance of life outside the world of scholarship, providing a counter balance to academic studies. A good CAS program will be challenging and enjoyable while allowing a personal journey of self-discovery. Students are expected to be involved in CAS activities each week during the two years of the Diploma program and are encouraged to reflect on their CAS activities on a regular basis.



IB LEARNER PROFILE

The aim of all IB programs is to develop internationally minded people who recognize their common humanity and shared guardianship of the planet while helping create a better and more peaceful world.

The goal of the IB Diploma Program is for students to become:

INQUIRERS Developing their natural curiosity. They acquire the skills necessary to conduct inquiry and research while showing independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

KNOWLEDGEABLE Exploring concepts, ideas, and issues that have local and global significance. In doing so, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

THINKERS Exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and make reasoned, ethical decisions.

COMMUNICATORS Understanding and expressing ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

PRINCIPLED To act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, group and community. They take responsibility for their own actions and the consequences that accompany them.

OPEN-MINDED Understanding and Appreciating their own cultures and personal histories and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of point of views and are willing to grow from the experience.

CARING Showing empathy, compassion and respect. A commitment to service, and we act to make a positive difference in the lives of others in the world around us.

RISK-TAKERS Approaching unfamiliar situations and uncertainty with courage and forethought, and having the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

BALANCED Understanding the importance of intellectual, physical and emotional balance to achieve personal well being for themselves and others.

REFLECTIVE Giving thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

LEARNING OUTCOMES OF CAS

"Learning outcomes are differentiated from assessment objectives because they are not rated on a scale. The completion decision for the school in relation to each student is, "Have these outcomes been achieved?""

As a result of their CAS experience as a whole, including their reflections, there should be evidence that students have:

1) Identify own strengths and develops areas for growth.

Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.

2) Demonstrate that challenges have been undertaken, developing new skills in the process.

A new challenge may be an unfamiliar activity or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.

3) Demonstrate how to initiate and plan a CAS experience.

Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.

4) Show commitment to and perseverance in CAS experiences.

Students demonstrate regular involvement and active engagement in CAS.

5) Demonstrate the skills and recognize the benefits of working collaboratively.

Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.

6) Demonstrate engagement with issues of global significance.

Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.

7) Recognize and consider the ethics of choices and actions.

Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.

All seven outcomes must be present for a student to complete the CAS DP/SA component. Some may be demonstrated many times, in a variety of activities, but completion requires only that there is SOME evidence for every outcome. CAS projects must be satisfied with a minimum of three of the seven learning outcomes.

Students must completed/satisfy at least 4 of the Learning Outcomes by end of Junior Year.

The Nature of Creativity, Activity and Service (CAS)

"If you believe in something, you must not just think or talk or write, but must act"

Alec Peterson

What is CAS?

Creativity, activity, service (CAS) is at the heart of the International Baccalaureate (IB) Diploma Program. It is one of the three essential elements in every student's Diploma Program experience. It involves students in a range of activities alongside their academic studies ...CAS enables students to enhance their personal and interpersonal development through experiential learning.

Creativity, Action, Service Guide (2008)

CAS aims to develop students who :

- enjoy and find significance in a range of CAS experiences*
- purposefully reflect upon their experiences*
- identify goals, develop strategies and determine further actions for personal growth*
- explore new possibilities, embrace new challenges and adapt to new roles*
- actively participate in planned, sustained and collaborative projects*
- understand they are members of local and global communities with responsibilities towards each other and the environment.*

CAS is intended to move students out of the academic arena and promote learning through life experiences. It involves students in a range of activities that each individual selects, engages in, and reflects upon. CAS helps you become a more rounded and thoughtful person. A good CAS experience should both be challenging and enjoyable. Each student has a different starting point, and therefore will have different goals and needs but your CAS activities should include experiences that are profound and life changing. CAS complements the academic program in a holistic way by providing opportunities for self-determination, collaboration, accomplishment and enjoyment.

CAS is a mandatory component of the school's curriculum for all students in the 11th and 12th grades. The CAS program formally begins at the start of 11th grade and continues regularly, ideally on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity and service. Students will engage in CAS experiences involving one or more of the CAS strands. A CAS experience can be a single or an extended series of events. Further, students must undertake a **CAS Project** of at least one month's duration/(30 hours) that challenges students to show initiative, demonstrate perseverance and develop skills such as collaboration, problem solving and decision-making. The CAS project can address any single strand of CAS or combine two or all three strands but must address at least 3 learning outcomes. All students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed. Completion of CAS is based on student achievement of the seven

CAS learning outcomes. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each of the learning outcomes.

The three strands of CAS: *(see pages 8 for detail description of each strand)*

Creativity: Arts and experiences that involve creative thinking.

Activity: Physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Program.

Service: An unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all involved are respected.

Meaningful CAS experiences/projects come from spending time with others building relationships and developing the self-worth of both server and served. In designing and constructing your CAS schedule, you are reminded of the equal importance of all three areas (Creativity, Activity and Service). There must be a balance between the three.

Students should use the CAS stages as a framework for both CAS experiences and projects. These stages include:

-Investigation, Preparation, Action, Reflection, Demonstration

By using these 5 stages, students increase their own self awareness, explore new and unfamiliar challenges, employ different learning styles, develop communication and collaborate with others, experience and recognize personal development while developing attributes of the IB learner profile.

A Final Word

The beauty of the CAS program is that it is an individual experience designed by you, for you. CAS is about reaching out to your local, national and global communities to share your energy and special talents while developing awareness, concern and the ability to work cooperatively with others. Experiences, Projects and Reflections will challenge you to develop new skills and bring awareness of your own strengths and weaknesses while making a difference in the world in which you live. It's about becoming an active member of life and learning who you are. We hope you enjoy this journey and allow us to help guide and advise you through this adventure. We look forward to sharing this experience with you.

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Sussex Academy Mission

The mission of Sussex Academy is to foster academic achievement and social responsibility in a small school environment where students participate in an accelerated college preparatory program that prepares them for the technological and global challenges of the 21st century and fosters ethical conduct and service to others in their daily lives.

CAS STRANDS

'Experiential Learning'

"Learning is a process whereby knowledge is created through transformation of experience." David Kolb 1984:28(Experiential Learning)

****CREATIVITY:** Creativity in CAS allows students to explore their own sense of original thinking and expression. Creativity will come from the student's talents, interest, passions, emotional responses and imagination. This can include visual and performing arts, digital design, writing, film, culinary arts, crafts and composition. Students are encouraged to engage in creative endeavors that move them beyond the familiar, broadening their scope from conventional to unconventional thinking. If students are accomplished in a particular creative form, they may choose to extend their involvement and deepen their skill level.

****ACTIVITY:** Activity involves physical activity that results in personal growth., its aim is to promote lifelong healthy habits related to physical well being. Key words for this component are *doing and moving*. This could include projects involving physical exertion such as hikes, individual and team sports, or an activity carrying out creative and service projects. This can include coaching, planting trees, organized cleanup projects.

SERVICE: It is essential that service activities have learning benefits for the student. Otherwise, they are not experiential learning/CAS and have no particular claim on the student's time. This rules OUT mundane, repetitive activities without real responsibility. Service involves interaction with others; doing things in school, community, national or international levels. Service includes any activity where a contribution is made without any form of compensation. This category involves actions on the part of the student that benefits others and improves an existing situation.

- * Creativity and Activity Strands should have a definite goal/outcome. They should be planned and evaluated like all CAS activities. This can present a challenge where for example a student is a dedicated musician or athlete. It would be artificial to rule that something that is both a pleasure and passion for the student could not be considered part of their CAS experience. How though, can it help fulfill the CAS learning outcomes? By referring back to the learning outcomes, particularly to the second 'Undertaking New Challenges' and the second principal of CAS criteria of personal challenge- it is stated: "tasks must EXTEND the student and be achieved in scope." By asking the student to develop his passion/pleasure for music or sports the components of CAS are met.

SAMPLES OF CAS ACTIVITIES

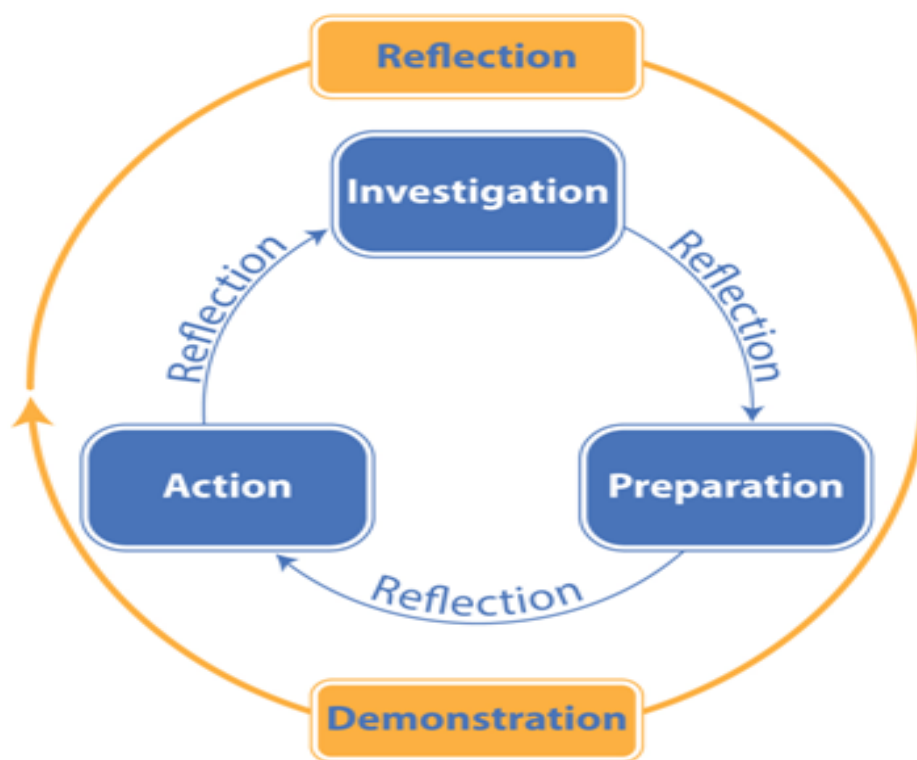
Creation of bulletin boards (c)	Development of agendas, programs or signs for events (c)
Teaching children with disabilities to swim (a,s)	Taking a dance class (a)
Team Sports (hours on field count, sitting on bench-no) (a)	Designing/developing plans for activities with senior citizens or children (going to activity is not creativity but planning is) (c)
Teaching an instrument to a younger class (a, s)	Organizing a 'walk-a-thon' to raise money for guide dogs for the blind (c,a,s)
Helping in a soup kitchen (a,s)	Volunteering with a non-profit (c,a,s)
Building a house for Habitat for Humanity (c,a,s)	Walking, running or biking with an organization (a)
Working with children to paint a mural (c,s)	Creating a website for others (c,a)
Assisting victims of a natural disaster (c,a,s)	Writing and performing a play (c,a,s)
Running a science fair for younger children (c,a,s)	Planting trees/landscaping for others (a,s)
Tutoring/mentoring children (s)	Taking a yoga or spinning class (a)
Teaching a language to immigrant children (c,s)	Raising funds for an international organization (c,s)
Beach Clean up Day (a,s)	Starting and Implementing a Recycling program (c,a,s)
Student Council (s)	Making a documentary movie (c,a)
Volunteering at Boys /Girls Club (a,s)	Learning to play a new instrument (c,a)
Being camp counselor (c,a,s)	Organizing bookdrive (c,a,s)
Dancing, Singing Performing (a)	Self Defense Class (a)

EXAMPLES OF WHAT IS NOT COUNTED FOR CAS

- Money or compensation for service
- Repetitive and mundane service (filing, replacing books on library shelves, club meetings and any routine activities)
- Unsafe Service Projects
- All forms of duty within the family
- Church activities (any activity that can be considered proselytizing)
- Passive pursuits (visits to sporting events, exhibits, concerts, conventions or museums)
- Fund raising without clearly defined purpose
- Work experience that benefits student only
- No double dipping hours (can not count if using for another service project)
- CAS hours that are NOT certified by responsible adult- (parents or relatives can **NOT** certify CAS hours for student's extended service project).

CAS STAGES

As you plan your CAS program, the CAS stages (adapted from Cathryn Berger Kaye's *The five stages of service learning*, 2010) offer a helpful and supportive framework and continuum of process of CAS students as they consider what they would like to do in CAS, make plans and carry out ideas. The CAS stages are applicable to the 3 strands of CAS (Creativity, Activity and Service) and the CAS project.



Stage 1/Investigation: Identify interest, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development.

Stage 2/Preparation: Clarify roles and responsibilities, develop a plan of actions to be taken, identify resources and timelines and acquire any skills needed for experience.

Stage 3/Action: Implement idea or plan. This often requires decision-making and problem solving. Students may work independently, with partners or groups.

Stage 4/Reflection: Students will describe feelings, what happened, generate existing or new ideas, and raise questions. Reflection can occur anytime during CAS to further understand, revise plans, learn from experience, and to make connections.

Stage 5/Demonstration: Students make explicit what and how they learned and what has been accomplished, for example, by sharing their CAS experience through their CAS portfolio or with others in an informal or formal manner.

CAS PROJECT

A CAS project is a collaborative, well-considered series of sequential CAS experiences, engaging students in one or more of the CAS strands of creativity, activity and service. **CAS students must be involved in at least one CAS project during their CAS program.**

The primary purpose of the project is to ensure participation in sustained collaboration. Through this level of engagement, students will be able to discover the benefits of teamwork and of achievements realized through an exchange of ideas and abilities. A CAS project challenges students to show initiative, demonstrate perseverance and develop skills such as those of cooperation, problem solving and decision-making.

A CAS project involves collaboration between a group of students or members of the community. Students can work as part of a team, with all members being contributors. A CAS project offers students the opportunity to be responsible for, or to initiate, a part of or the entire CAS project.

All CAS projects should use the CAS stages as a framework for implementation to ensure that all requirements are met. The CAS project can address any single strand of CAS, or combine two or all three strands. All CAS projects should be designed with a defined purpose and goals. Students will identify **three** or more of the learning outcomes to further guide their role and responsibilities in the CAS project. Students will likely identify and/or modify more than three learning outcomes during the CAS project at its completion.

A minimum of one month/30 hours is required for a CAS project, from planning to completion. Projects of longer duration can provide even greater scope and opportunities for all participants and should be encouraged. Students should aim to undertake their CAS project locally and if possible, engage in more than one CAS project over the duration of their CAS program. As expected throughout CAS, students reflect on their CAS project experience. Due to the collaborative nature of the CAS project, having occasions to reflect with others can prove most informative and assist in gaining insight into the process of their endeavor as well as personal growth.

The following examples provided are to help generate ideas without limiting the scope or direction of the CAS project:

- **Creativity:** A student group plans, designs and creates a mural.
- **Activity:** Students organize and participate in a sports team including training sessions and matches against other teams.
- **Service:** Students set up and conduct tutoring for people in need.
- **Creativity & Activity:** Students choreograph a routine for their marching band.

- **Service & Activity:** Students plan and participate in the planting and maintenance of a garden with members of the local community.
- **Service & Creativity:** Students identify that children at a local school need backpacks and subsequently design and make the backpacks out of recycled materials.
- **Creativity, Activity & Service:** Students rehearse and perform a dance performance for a community retirement home.

When a CAS project addresses the CAS strand of service, (service project), students must take into account the opinions and expectations of others involved and focus on meaningful and authentic needs to ensure actions are respected and reciprocal. Awareness of the possible impact and consequences of the students' actions should be part of the planning process.

For any service project it is important to ensure that there is:

- A genuine need for the service project, which has been stated and agreed upon by the potential partners.
- If required, a liaison officer who has a good relationship with the community where the service project is based.
- An understanding of the level of student participation that is feasible in the service project.
- A clear assessment of potential risks to participating students.
- Approval from school administration for the service project.
- A demonstration of how the CAS stages were followed.
- A thorough evaluation of the benefits of the service project for all involved.

EXPECTATIONS OF THE STUDENT

Throughout the Diploma Program, students undertake a variety of CAS experiences, ideally on a weekly basis, for a minimum of 18 months. They must also undertake at least one CAS project with a minimum duration of one month/30 hours. Students will reflect on CAS experiences at significant moments throughout CAS and maintain a CAS portfolio. Using evidence from their CAS portfolio, students will demonstrate achievement of the seven CAS learning outcomes to the CAS Coordinator's satisfaction.

Students are expected to:

- Approach CAS with a proactive attitude
- Develop a clear understanding of CAS expectation and the purpose of CAS
- Explore personal values, attitudes and attributes with reference to the IB learner profile and the IB mission statement
- Determine personal goals
- Discuss plans for CAS experiences with the CAS Coordinator/Advisor
- Understand and apply the CAS stages where appropriate
- Take part in a variety of experiences, some of which are self-initiated and at least ONE CAS project
- Become more aware of personal interests, skills and talents and observe how these evolve throughout the CAS program
- Maintain a CAS portfolio and keep records of CAS experiences including evidence of achievement of the seven CAS learning outcomes
- Understand the reflection process and identify suitable opportunities to reflect on CAS experiences
- Demonstrate accomplishments within their CAS program
- Communicate with the CAS Coordinator/Advisor/Supervisor in formal and informal meetings
- Ensure a suitable balance between Creativity, Activity and Service in their CAS program
- Behave appropriately and ethically in their choices and behaviors.

GUIDELINES TO CAS EXPERIENCE

There are four guidelines that should be applied to any proposed CAS experience:
A CAS EXPERIENCE MUST:

- Fit within one or more of the CAS strands
- Be based on personal interest, skill talent or opportunity for growth
- Provide opportunities to develop attributes of the IB learner profile
- Not be used or included in the student's Diploma course requirements.

While it is not necessary for each CAS experience to address a CAS learning outcome, upon completion of the CAS program, CAS students are required to present evidence demonstrating achievement of all CAS learning outcomes.

RESPONSIBILITIES OF THE STUDENT

The CAS program is your responsibility. You will be provided guidance in creating your own personal CAS experience but the CAS experience will be your own to personalize.

The following requirements must be satisfied for a successful completion of the program.

You will be required to:

- 1) Students must complete a checklist and self-review at the beginning of their CAS experience and set personal goals for what you hope to achieve within their own CAS program.
(Forms pgs.19-23)
- 2) CAS Advisor must pre-approve any CAS experiences/projects **IF** the experience is to be used to satisfy one or more of the learning outcomes. It is the students' responsibility to find, select and organize CAS activities during the 18 month period. **(Form pg.24) (Ideas pg.9 & 38)**
- 3) Students will engage and undertake a variety of CAS experiences, ideally on a weekly basis for a minimum of 18 months, beginning in their junior year. Students should record and log their CAS experiences/projects on a weekly basis. **(Form pg 26)**
- 4) Keep and maintain a CAS portfolio in which students will record, show evidence and reflect upon a variety of Creative, Activity and Service experiences and CAS Project over a **minimum of 18 months.** **(Details Pgs. 36-37)**
- 5) Students must show evidence of accomplishing the **7 Learning Outcomes.** **4 Learning Outcomes to be completed by the end of the student's Junior year.** **(Details pg. 5)**
- 6) Students are required to meet with CAS Advisor at least 4 times within the 18-month period. (Two meetings in both junior and senior years) **(Details pg. 16, Forms 29-30)**
- 7) Students are also required to complete ONE CAS project with a minimum duration of one month/30hours. The project must satisfy at least 3 learning outcomes. **(Ideas pg.9 & 38) (Form pg 27) (Description pg 11-12)**
- 8) In order for CAS activities and hours to be accountable toward completion, a supervisor (non-relative) must certify time/tasks. **(Form pg. 25)**
- 9) An final CAS reflection/post interview with CAS Advisor will be due by March 31st of Senior year. **(Pgs. 29-30)**

CAS DOCUMENTATION AND TIMELINE

- ◆ Students and Parents will be asked to attend an informational meeting regarding CAS Objectives and review of Handbook. /Checklist
- ◆ Complete Self Review/September of Junior year and Senior Years
- ◆ Students are required to submit their **Initial CAS Plan before** any CAS activities/projects can be counted. Using the 7 Learning Outcomes, students are required to write a 1-3 page typed paper proposing how they plan to accomplish the CAS requirement of the IB diploma. Consider what CAS activities/projects you would like to be involved in, global issues you consider important and what challenges you want to undertake or foresee. Discuss CAS activities as well as Service Project ideas. Meet with CAS Advisor for review. (October Junior Year)
- ◆ Students must complete the 'Proposed CAS Project/Activity form for every new CAS experience IF it is to be used to satisfy a learning outcome. Once approved, students may embark on their CAS activities/projects.
- ◆ Upon completion of activities, it is encouraged that students reflect as soon as possible. Ideally this would be within two weeks of activity. Students may reflect in their portfolios and should address any of learning outcomes met. This documentation may take many forms, including illustrated displays and videos, written notes, scrapbooks, photo essays, journals, web blogs.(printouts will support blogs). Students should focus on what they thought, perceived, felt, gained, valued, and the impact of their actions.
- ◆ CAS portfolio is the key for reflections, planning and keeping up with CAS requirements. It is the students' responsibility to keep updated.
- ◆ A consultation with CAS Advisor will be completed twice yearly (Junior and Senior years – Fall/Spring respectively). These meetings will be documented on a CAS progress form.
- ◆ At the conclusion of CAS (March 31st Senior Year), a final CAS Reflection/Interview will be completed with CAS Advisor to ensure all requirements have been met. A final written self - evaluation reflective piece summarizing the 18th month CAS experience must be written. (pg 25-26) This will be submitted to CAS Coordinator together with a comprehensive portfolio of all CAS activities/projects.

EACH DIPLOMA CANDIDATE IS REQUIRED TO TURN IN ALL COMPLETED DOCUMENTATION TO CAS ADVISOR NO LATER THAN MARCH 31st OF THE STUDENT'S SENIOR YEAR.

Sussex Academy CAS Calendar 2016-17

All CAS work (e.g. planning, reporting, evidence, reflections, etc.) will be submitted to your CAS Advisor/Coordinator

MONTH	IB YEAR ONE	IB YEAR TWO
SEPTEMBER	1) Organize the introduction of CAS to students, parents and staff. 2) Handbook review 3) Self Review/Checklist completed	1) Review each student's progress in CAS /Suggested with 4 learning outcomes met 2) Students continue with CAS activities/projects
OCTOBER	1) Meet with the individual students to review self review and/or proposed activities 2) Begin work on CAS Activities 3) Brainstorm for Service Project	1) Students continue with CAS activities/projects 2) Individual Meeting with students to review progress
NOVEMBER	1) Finalize consultations with individual students. 2) Students: Plan, Initiate, Do, Reflect on CAS Activity/Projects	1) Individual meetings with students to review progress 2) Students continue with CAS activities/projects
DECEMBER	1) Students continue to work on CAS Projects/Activities 2) Advisors to submit student progress report to CAS Coordinator.	1) Complete individual meetings 2) Students continue with CAS activities/projects 3) Parent Notifications –not good standing
JANUARY	Students continue to work on CAS Projects/Activities	1) Students continue with CAS activities/projects 2) Begin portfolio review with students.
FEBRUARY	Students continue to work on CAS Projects/Activities	1) Students continue with CAS activities/projects 2) Summative interview with students scheduled
MARCH	1) Students continue to work on CAS Projects/Activities 2) 2 nd Consultation Meeting scheduled with Students 3) Warning Letters sent to parents if student behind.	Have CAS coordinator have a summative interview with students
APRIL	2 nd Interview Due: CAS log due (evidence of Service Project/4 learning outcomes)	Sign off the students that completed CAS in April. CAS SHOULD BE COMPLETED
MAY	Continue from April Schedule	IB EXAMS
JUNE	Letter to parents if students have not satisfied 4 learning outcomes.	

Monthly: 1) Discuss your progress with group members. 2)(Meet with coordinator if necessary. 3) Ensure reflections are up to date. 4) Take photos, videos and keep records/portfolio current.

APPENDICES

(see page 14 for page numbers)

- ◆ **Getting Started/CAS Checklist:** A checklist to help you start your CAS journey. Initial in each box when you fully understand. Due 9/15, 2016.
- ◆ **Self Review:** Worksheet to give you some 'Jumping off' points to begin your CAS program. 1-3 typed page reflection to be completed with worksheet questions as a prompt. Due: September 15, 2016 (Juniors Only).
- ◆ **Self Evaluation Questionnaire:** Student should review and answer questions in order to write reflective piece on the direction of their CAS component. Due: Fall of Junior Year/Advisory Meeting
- ◆ **Student Proposed Project/Activity Form:** Must be submitted with student and parent signature to CAS Advisor **prior** to any new CAS activity/project IF using to satisfy one or more learning outcomes. The CAS Advisor must approve activity. Will be returned within one week of submission. *(pg 24)*
- ◆ **Student CAS Project/Activity Supervisor Letter:** This letter is to be share with your CAS Project/Activity Supervisor at the beginning or prior to your project/activity. This letter is meant to inform about IB and the purpose of CAS. The CAS Coordinator contact information is listed at bottom should there be questions. *(pg 28)*
- ◆ **Student CAS Activities –Supervisor Form:** This form should be submitted to your supervisor at the beginning of your activity/project. This will need to be returned at the end of your activity with your supervisor's signature and comments. *(pg 25)* Please include this with your **CAS EVALUATION/REFLECTION FORM.** *(pg 27)*
- ◆ **Student CAS Evaluation/Reflection:** This form is to be submitted upon completion of CAS activity/project OR as they are due. For projects that extend beyond one semester you will submit an evaluation and reflection for the work that has been completed to date *(pg 27)*
- ◆ **Student CAS Project/Activity Log:** The CAS log is where you must record your hours for each CAS experience. All activities to be claimed for CAS must be included on this form. *(pg 26)*
- ◆ **Advisor Student CAS Evaluation Form:** Used by CAS Advisor to evaluate student's progress and completion of CAS component for Diploma Program. *(pg 29-30)*
- ◆ **Steps to Success:** Informational pages to help in the success of your program. Includes helpful guides, examples of reflections; exceptional and not exceptional, contact lists for service organizations

ENJOY THESE MOMENTS!

CAS CHECKLIST

NAME: _____ **DATE:** _____

I have carefully read the CAS handbook and I fully understand the CAS requirements	Initial:	Date:
I know who the CAS Coordinator is and where to locate the office.		
I can always discuss CAS issues and concerns with my CAS Advisor or member of CAS team.		
I am aware of the 18-month timetable and will follow it.		
I am responsible for my own CAS plan.		
I know I must try and maintain a balance between Creativity, Activity, and Service in my experiences/projects.		
My parents/guardians are aware of the CAS component and its' requirements.		
I will set goals for each activity and reflect carefully on each activity I undertake.		
I have a responsible adult supervisor (no family) for each activity I undertake.		
Supervisors and parents will sign Proposed Activity Form prior to CAS activity beginning.		
I will maintain a log of my activities and keep it updated at least every 2 weeks.		
I will keep all written records, photos in my portfolio.		
I know I must have preapproval for all activities and projects.		
I am aware that I must complete an evaluation form upon completion of activity/project.		
I have copies or know where to locate copies of all necessary forms.		
I clearly understand without satisfactory and timely completion of CAS, I will not be awarded the IB Diploma/SA Diploma		

I fully understand the requirements of the CAS component:

Student Name/Graduation Year Date Parent Signature Date

CAS Advisor/Checked Date

SELF REVIEW

Prior to beginning your CAS program, it is important that you understand who you are, your strengths and weaknesses. CAS allows you to develop a balanced, healthy and ethical lifestyle for yourself and the community in which you live. By honing in on pre existing talents as well as challenging yourself to undertake new activities, you can make a difference in the community in which you live and learn.

Please use the questions on the following pages (20-23) to help reflect on who you are and to discover new areas in which you would like to explore in your CAS program. These questions are designed to give you some 'jumping off points' in writing a self-review reflection, due September 15, 2016. (This is NOT a question and answer format, but a reflection piece.) This reflection will be reviewed prior to starting your CAS journey with your CAS Advisor.

To be most helpful your reflection should focus on basic CAS areas for growth such as physical activity, artistic pursuits, social situations, personal growth, and service work, as these will give a better idea on where to focus your future CAS activities/experiences..

Reflections will be:

- 1-3 pages TYPED, DOUBLE SPACED**
- Placed in a page protector.**
- Due September 15, 2016 (A advisory meeting will be set to review your reflection, portfolio and goals for CAS with your Advisor- dates to follow).**

NAME: _____ **DATE** _____

CAS SELF EVALUATION

This self-evaluation form is to help guide you in planning your CAS journey. Please use these questions to help think about your strengths and weaknesses and how you see your CAS component developing between your Junior and Senior year. These questions are to be used to develop a reflective piece (1-3 pages, typed, double spaced). These questions are only to help think about where you wish to develop existing or new skills and how it these talents help you and the community in which you live.

CREATIVITY:

- 1) Are you involved in any creative or artistic endeavors (orchestra, band, yearbook, theater, and chorus?

- 2) Do you use your creativity in helping to plan events/activities?
Explain your answers for each organization or activity.

- 3) How are you involved—as a participant or do you have a leadership role?
What gifts or talents do you contribute? Explain your answers for each
Organization/activity.

- 4) How committed are you to the activity? Is it a substantial, significant
commitment?

- 5) Do you take an active role in participation? Explain your answers for each
organization or activity.

6) What goals have you or will you set for yourself in terms of your performances or creative endeavors in each of these activities? Are these goals realistic and achievable?

7) For each of the goals, what challenges do you think you might face? What new skills or new skill levels will you develop?

8) Will these goals “stretch” you?

9) How will achieving the goals for any of the above referenced activities result in your growth?

ACTIVITY:

9) List any clubs, organizations, sports, or other teams in which you are currently involved:

10) How are you involved—as a participant, as an officer, do you have a leadership role?

11) What gifts or talents do you contribute? Explain your answers for each organization or activity.

12) How committed are you to the activity? Is it a substantial (of duration) commitment?

13)What club, organization, sports or other teams would you like to become involved in?

14) What goals have you or will you set for yourself in terms of your performance and endeavors in any of your existing and/or new endeavors?

15) Are these goals realistic and achievable?

16)For each of these goals, what challenges do you think you might face?

17)What new skills or new skill levels will you develop?

18) How will achieving the goals for any of the above referenced activities result in your growth?

SERVICE

19)List community/national/global issues that concern you the most.

20)How have you currently involved yourself in these issues?

21)What issues would you like to learn more about?

22) Consider all your current responsibilities. How much time can you realistically commit to service on these issues?

23) What skill(s) would you like to develop or learn in your service endeavor?

24) How do you anticipate “stretching” yourself in your service endeavor?

25) What challenges do you think you might encounter?

GENERAL REFLECTIVE QUESTIONS:

26) Do you want to work directly with people? If yes, would you prefer to work with children, adults, or the elderly?

27) What is your greatest accomplishment so far? How has this affected your life? What did you learn from it?

28) What are you really good at?

29) Name one skill you have always wanted to develop in your life but that you haven't yet.

30) Name one activity that you would like to try but that you haven't yet. Why would you like to try this?

31) Name a person you admire right now. What qualities does this person have that you don't?

32) Describe the kind of person you think you will be after graduation.

STUDENT PROPOSED PROJECT/ACTIVITY FORM

(To be completed PRIOR to Project/Activity)

Student's Name: _____ Class of _____

Proposed Activity/Description _____

Organization/Club Name: _____

**Supervisor Name and Title: _____

Phone # _____ email: _____

**The supervisor attesting to the completion of this activity: (The supervisor cannot be your parent. If your parent happens to be the chairman, coach, etc., ask a co-chairman, assistant coach or other adult who is affiliated with the activity.)

Hours proposed for activity: _____ Beginning date: _____ Ending date: _____

Select Category: ____ Creativity ____ Activity ____ Service

Planning Goals/Learning Outcomes

Please state specific goals/learning outcomes that you plan to achieve during this CAS experience. These goals should reflect personal or social values, accomplishments or experiences you would like to learn about as a result of this experience. The evaluation of this project is based on the success at which you achieved these goals. (Minimum : 3 learning outcomes needed for Service Project)
Statement of Goals: (you may attach separate sheets)

1. _____
2. _____
3. _____
4. _____
5. _____

I have reviewed this CAS proposal and have determined that it is consistent with the CAS guidelines, and therefore approve this CAS proposal.

CAS Advisor: _____ Date _____

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

It is the student's responsibility to have a parent's permission and adult supervisor at all CAS endeavors that are not school-sponsored activities. Sussex Academy does not officially sponsor any outside CAS activities and students will assume their own risks for these events.

Student CAS Activities –Supervisor Form

(To be completed by Supervisor/Coach)

The student that you have been supervising needs to satisfy 7 Learning Outcomes in their CAS program. Below you will find a list of these Outcomes. Please check the ones in which the student has been exposed to and in your opinion has satisfied in your activity.

STUDENT NAME: _____

ACTIVITY/EXPERIENCE _____

HOURS SERVICED (APPROXIMATELY): _____

Punctuality and Attendance: Excellent Good Poor (Circle One)

Name of Supervisor: _____

Signature of Supervisor: _____

Date: _____

Additional comments can be added on the back of this sheet. Thank You!

LEARNING OUTCOMES	ACHIEVED	STUDENT'S RESPONSIBILITIES (What and When)
Identify own strengths and develops areas for growth		
Demonstrate that challenges have been undertaken, developing new skills in process		
Demonstrate how to initiate and plan a CAS experience		
Shows commitment to and perseverance in CAS experience		
Demonstrates the skills and recognize the benefits of working collaboratively		
Demonstrate engagement with issues of global significance		
Recognize and consider the ethics of choices and action		